

## **Reading Language Arts Certificate and Specialist Credential Program Summary**

### **Program Design**

Both the Reading Certificate and Reading and Language Arts Specialist Credential are graduate programs designed to provide advanced professional preparation in the field of reading and language arts to teachers so that they can work effectively with P-12 students, other teachers, administrators and community members.

Meetings of faculty and staff in the School of Education, of departments, and of Reading Program faculty are held regularly. The Reading Program advisors organize monthly meetings with reading faculty. The budget is prepared by the dean in consultation with department chairs. The Office of Administration and Records and the School of Education Credentials Office manage student records.

School of Education faculty members serve on numerous university committees and councils and are directly involved in the faculty governance structure. The School of Education maintains communication and close ties with the local school community in several ways. Faculty members serve on school and district committees. Faculty members supervise student teachers in our partner schools.

Both programs were last approved and accredited by CCTC and NCATE in spring 2005. There have been no significant changes in either program since 2005.

Candidates provide feedback on course effectiveness through the university process of student evaluation of teacher effectiveness. Candidate performance data is discussed at Reading Program faculty meetings. The relationship of the program to the needs of the local schools is discussed annually with the Community Advisory Board that meets each spring.

### **Course of Study**

The Reading Certificate Program is 15 units and the course of study follows:

EDRL 521 A (3 units)	Language Development in First and Second Languages
EDRL 521 B (3 units)	Reading and language Arts in First and Second Languages
EDRL 522 (3 units)	Assessment and Teaching in Reading
EDRL 524 (3 units)	Literature and Literacy
EDRL 527 A (3 units)	Clinical Field Experience

The Reading and Language Arts Specialist Credential prepares individuals to play a leadership role in literacy at the school site, the school district, or at the county office of education. The program emphasizes working with students experiencing serious difficulties with reading and language arts, providing professional development, using research skills to affect programmatic

decisions, as well as assessing and designing instruction for culturally and linguistically diverse students of all ages.

After completing the Reading Certificate, candidates who are interested in a Reading and Language Arts Specialist Credential enroll in a course of study of 15 additional units as follows:

EDRL 507 (3 units)	Research in Language and Literacy
EDRL 523 (3 units)	Curriculum Development for Literacy
EDRL 525 (3 units)	Leadership and Policy in Literacy Programs
EDRL 527 B (3 units)	Advanced Clinical Field Experience
EDRL 529 (3 units)	Evaluation in Reading and Language Arts Programs

The field settings are diverse and provide sufficient experiences with English Learners, beginning readers, and students with reading difficulties. Candidates develop, use, and critique lesson plans for English Only (EO) reading and language arts instruction and intervention, appropriate to clinic students' needs based on assessment. Lesson plans are developed for EL reading and language arts instruction and intervention, appropriate to specific clinic students' needs. Candidates also develop, use and critique lesson plans for alternative reading and language arts instruction and intervention, appropriate to clinic students' needs based on assessment (527 A and B).

Candidates are required to self-evaluate their progress at the end of the introduction block to the reading program (521A/522), at the end of the Summer Academy, and at the end of program and post-program analysis forms.

The program provides candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and performance. The Reading Advisor is available for students to meet with by appointment throughout the academic year. Candidates are invited to group advising sessions each semester.

### Assessment of Candidates

The Reading and Language Arts Program Faculty use multiple measures throughout the program to assess candidate competencies in relationship to program standards.

#### Reading Certificate Key Assignments:

EDRL 521 A Language Development in First and Second Languages EDRL 522 Assessment and Teaching in Reading	English Learner Case Study
EDRL 524 Literature and Literacy	Action Research Project
EDRL 527 A Clinical Field Experience	Field Experience Portfolio of instructional strategies, assessment tools, and reflections.

#### Reading and Language Arts Specialist Credential

EDRL 507 Research in Language and Literacy	Literature Review and Action Research
EDRL 525 Leadership and Policy in Literacy Programs	Leadership Project (develop and conduct a workshop) Design and Present a Model Reading & Language Arts Program Language Arts Program
EDRL 527 B Advanced Clinical Field Experience	Field Experience Portfolio of instructional strategies, assessment tools, reflections, written observations, and presentations

Program coordinators/advisors assume primary responsibility for overseeing individual advising and organizing advising events. Newly admitted students attend orientation meetings. The program also has advising meetings every semester for candidates who are continuing in the program over several semesters. Faculty provides informal advising in classes.

The program has a comprehensive handbook available on the School of Education web site that provides the information and forms candidates need to meet program and credential requirements. Progress of candidates is carefully monitored and evaluated through each phase of the program. Evaluations are based on performance on course assignments, in the field, and through successful completion of program portfolios. Candidates must maintain an overall GPA of 3.0 in professional education courses to continue through each phase and to be recommended for a credential.